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WORD WAR AND SOLUTIONS

C. Ramakrishnan and R. Umaaprameshwari

Assistant Professors of English, Rajapalayam Rajus College, Rajapalayam, Tamil Nadu, India.

Abstract

Words in English language are unimaginable. There are about a million words in English language. But it is impossible to have knowledge of all these words. Moreover it is not necessary also. But learning word list or vocabulary is essential for the students to communicate freely. Vocabularies are of many kinds. Words of everyday usage can be called Active vocabulary and words used in news reporting, magazines, journals can be termed as passive vocabulary. Words have difficult meanings to follow are called strangers. Words which are heard for the first time that make confusion what they really mean, are called Foreigners. This makes speakers to fear about words. Moreover in rural areas students feel as they are in the war front while they are asked to speak in English. Speaking tasks includes mini-lectures, role-play, facing interview, group discussion, seminars and interactions in the class room. This article shows that such activities can be done through vocabulary learning.

Key words: English language, World war, Vocabulary and Solutions.

1. Introduction

Words are nothing but group of letters which make sense. The total number of words that make up a language is called vocabulary or lexicon. The words in English language make the students confuse and make them to feel inefficient. Most of the students feel difficult to use a right word at a right time. Words can be gained in many ways. Reading, listening, speaking, writing and focusing etc...this article shows the types of vocabulary, the problems faced by the students while learning words and remedy to develop vocabulary skill.

2. Types of vocabulary

Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary

simply because a reader tends to be exposed to more words by reading than by listening.

Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused.

Writing vocabulary

Words are used in various forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

*Corresponding author: **C. Ramakrishnan**

E-mail: ponmaniram6@gmail.com

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Focal vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group with a particular focus of experience or activity. (Wikipedia, the free encyclopedia)

3. Problems in learning vocabulary

Vocabulary is nothing but list of words. Word is a group of letters which makes sense. In English a word has several meanings. When it comes alone it has one meaning, when it comes with a preposition it has another meaning. If it comes with some other words, in the form of idioms, that has different meaning. For example, if the word 'make' comes alone it means create or construct. When the same word comes with a preposition 'out' it means understand. When it comes with other words like 'make no bones about something' it means 'not hesitate'. Like that look at the word 'pen'. I have a pen. Here the word 'pen' does not have the same meaning in the sentence I pen a letter (Here pen means write). The word does different functions. When it is a name of a person, place or thing it is called noun. When a word is used instead of a noun it is called pronoun. When a word says something about a noun it is called adjective. Likewise vocabulary is a list of words. Learning vocabulary is a great task among the students. The fault is not in students but in the language. For instance a word denotes the action of a noun is named Verb. A word denotes the position of a noun is named preposition. Both have unique meaning. When both are used together it has different meaning. ('Give' means cause somebody to receive, 'up' means in an upright position; but 'give up' means stop). These are termed as Phrasal verbs, idiom etc. such kinds of words confuse the students very much. Moreover students feel difficult to understand the meaning when they read English magazines and newspapers.

4. Remedy

It is not possible to stop using phrasal verbs and idioms. But these can be given more importance than other grammar sections. Students have idioms, Phrases, Clauses, and Phrasal Verbs

etc. in their syllabus. They study them to pass their exam. Moreover they are asked in the examinations for one or two marks. So students have the chance to neglect them. Though the teachers give more importance to Phrasal Verbs, idioms, etc. they have rare chance to know about the students' word power. So, 'Vocabulary' should have a specific paper in the semesters. It may be added in any one of the semesters. If it adds for the fifth or sixth semester, that will benefit the students many ways. When it is added as the part of the paper students give importance to vocabulary to pass the exam. If it comes compulsory for getting degree definitely they will co-operate. If it is not possible worksheets may be designed to create favorable opportunities for vocabulary learning.

5. Designing a worksheet

The teacher should give a situation. The students should work in group to solve the problem.

6. Situation

A student has just seen one of his friends is sleeping during the class hour. What will he do? The teacher should give the following choices.

[Inform the teacher immediately.

Tell your friend not to sleep.

Discuss it with your friend later to discourage him from doing it in the future.

Just ignore it.]

From the above choices there are several ways in which the activity could be improved for vocabulary learning. First the numbers or alphabets before the choices are removed. As they are left the students do not have the chance to say the numbers or alphabets. Instead they will say the answer in a sentence form. The activity could be made into a ranking activity rather than a choosing activity. Each student in the group could be given responsibility for a different choice. It may be effective to them to memorize their options and then remove the written input. Unless the students'



response answers by oral they cannot develop their word power.

To improve word power the following may be considered.

- Words selected for explanation should be of a day to day life use.
- Popular words may be included in speech.
- Words should be useful for the students and should not be above his or her mental level.
- Words which produce more words by adding affix may be used.(read, unread, readable)
- Words of current usage should be used in the class room. Out of date words may be rejected.
- Words which can be used in various situations should be selected. (Said, set, calm, come etc.)
- Words of homophone will interest the students.
- Words which are easy to memorize and spell may be often used.

7. Conclusion

The aim of this activity is to increase the opportunities for vocabulary learning. Though these activities are followed in the class room students word power is tested in the examination only. One thing is clear that if a student is asked to write anything he can write many things. If he is asked to speak something he will reply nothing. The reason is poor knowledge of vocabulary and fearfulness of words. Knowledge of words is essential for the students. When a student is asked to speak some words in the class room he feels as he is in the war front. According to him words are bullets, class room is war field, and the teacher is his enemy. The reason is lack of practice. So instead of asking the students to write in the class room encourage them to practice the words to feel them free from the fearfulness of words.

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